

**Middle School**  
*Drama*  
*Week of 4/13/2020*

Below you will find a list of suggested activities to complete each day. Students are expected to complete their learning activities each day for their core subjects. In addition, students are **expected to complete learning activities each day for two of their specials**. Please know, this work is expected, but will not be graded. During this time of our school closing, our goal is to provide student learning opportunities to engage our students.

**Weekly Theme: FAMOUS ACTORS**

Day/Date	Expected Activities to Complete
<b>EVERY DAY</b>	<p>Every day on Google Classroom we will post</p> <ul style="list-style-type: none"> <li>- <b><u>On this day Slide</u></b> with a historic event that happened in theatre, film, or performance. Post will include a video link as well as a short description of the historic event / their significance.</li> <li>- <b><u>Question of the Day</u></b>: Similar to the question we would answer as we leave class. Ms. Daley and Miss Hayes will post their answers and you can post yours as well!</li> </ul>
<b>Monday 4/13</b>	<p><b><u>LEARN:</u></b></p> <ul style="list-style-type: none"> <li>- Find and watch a video clip of your favorite Actor/Actress in a movie/TV show/play/musical that they have been in OR</li> <li>- Find and watch a video of your favorite Actor/Actress giving an acceptance speech for an award they have won</li> <li>- Take Notes about anything you find interesting - you can use those to complete the "Respond" section tomorrow.</li> </ul>
<b>Tuesday 4/14</b>	<p><b><u>RESPOND:</u></b></p> <p>Answer the following questions about your actor. You can answer them through this <a href="#">google form</a> OR write down your answers on a separate sheet and email it. If you did not complete it on your computer, you can take a photo and submit it.</p> <ul style="list-style-type: none"> <li>- Why is this actor your favorite?</li> <li>- What is your favorite role they have played?</li> <li>- What are their strengths as an actor (what are they good at)?</li> <li>- What do they do besides acting?</li> <li>- Fun fact about your actor?</li> </ul>
<b>Wednesday 4/15</b>	<p><b><u>CREATE:</u></b></p> <p>Select ONE (1) of the following "Creations" and use Today, Thursday, and Friday to complete (All Supplies are on Google Classroom).</p>

	<p>Your expectation is 1 Creation - but you may do more than 1 if you would like:</p> <ol style="list-style-type: none"> <li>1) Using supplies you have at home, or a computer, design a <b>social media profile</b> for your favorite actor/actress. Think about what they would post on their profiles. What is their bio? Are they promoting their most recent film? Who are they friends with? What do they do for fun? What are some causes they care about? Do they post any special skills? Any #TBTs?</li> </ol> <p>Here is an <a href="#">example</a> by Miss Hayes. She used a magazine and cut out pictures for her profile. You can draw, print, or collage yours as well!</p> <ol style="list-style-type: none"> <li>2) If you could cast your favorite actor as a guest star on your favorite show, (that they aren't already in!), what would their character be? What would happen in their episode?       <ol style="list-style-type: none"> <li>a) Write a paragraph explaining their role and what happens to them</li> <li>OR</li> <li>b) Write a scene of dialogue between them and another character in the show</li> </ol> </li> </ol> <p>***Optional Filming Opportunity: Record a video of you and a partner reading your script! Get creative. Call a friend on FaceTime, or ask someone who lives in your house to help out!***</p> <ol style="list-style-type: none"> <li>3) Select your favorite actor/actress and       <ol style="list-style-type: none"> <li>a) Create a "Powerpoint Presentation" with information about this person</li> <li>b) Create a "Brown Paper Bag Puppet" representation of this person</li> </ol> </li> </ol> <hr style="border-top: 1px dashed black;"/>
<p><b>Thursday 4/16</b></p>	<p><b>Continue Working on your selected "Creation"</b></p>
<p><b>Friday 4/17</b></p>	<p><b>Complete your selected "Creation"</b></p> <p>You can submit what you create on this week to Google Classroom or email it. If you did not complete it on your computer, you can take a photo and submit it</p>
<p><b>FURTHER EXPLORATION</b></p>	<p>Looking for <b>More</b> about Actors? Check out some of the options below</p> <ul style="list-style-type: none"> <li>- <a href="#">Top 100 Greatest Actors of All Time</a></li> <li>- <a href="#">Top 100 Greatest Actresses of All Time</a></li> </ul>

**ADJUSTMENT FOR REMOTE LEARNING (ENRICHMENT) DUE TO COVID-19 CLOSURES**

LESSON 1: STAGE 1 – DESIRED RESULTS	
<p><b>Unit Title: IT’S ALL ABOUT THAT VOCAB (Lesson one; two days)</b></p> <p><b>Established Goals:</b></p> <p>Students will learn the meaning behind various obscure theatrical terms.                      Students will conduct structured independent research to define various theater terminology.</p>	
<p><b>Understandings:</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Students will understand that there are multiple parts that make up a theater</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the parts of a theater?</li> <li>• What purpose does each part serve?</li> <li>• How are these parts related to one another?</li> </ul>
<p><b>Students will know that:</b></p> <ul style="list-style-type: none"> <li>• Various parts of the theater are connected</li> <li>• Different parts of the theater are home to different groups of theater artists/employees</li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Conduct independent research in small groups</li> <li>• Define parts of a theater</li> <li>• Work collaboratively towards an end goal</li> </ul>
<p><b>Social Emotional Learning Skills:</b></p> <ul style="list-style-type: none"> <li>• Social Awareness:                             <ul style="list-style-type: none"> <li>○ Perspective-taking</li> </ul> </li> <li>• Self Management                             <ul style="list-style-type: none"> <li>○ Organizational Skills</li> <li>○ Self-discipline</li> <li>○ Goal Setting</li> <li>○ Stress management</li> </ul> </li> </ul>	

STAGE 2 – ASSESSMENT EVIDENCE	
<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Create definitions</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Discuss and reflect</li> <li>• Interpret meaning</li> </ul>

**Key Criteria:**

**TH:Cr2.1.6**

- a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices.

**STAGE 3 – LEARNING PLAN**

**Posted on Google Classroom:**

**Monday and Tuesday:**

Using the GLOSSARY OF TERMS found in the link provided, **fill out this matching column** matching the theater term with the correct definition. Place the letter of the definition under the “letter” column.

On the website, click the “**Glossary of Technical Theater Terms**” tab at the top. The glossary has a built in search bar towards the middle of the page under where it says “search glossary.”

Website: <http://www.theatrecrafts.com/pages/home/glossary-of-technical-theatre-terms/>

Link to Matching Column worksheet:

[https://docs.google.com/document/d/1A8ItHoGve7Nh\\_ecUUiOkQpu6tTrnGnThn5fEq\\_RiS1Q/edit?usp=sharing](https://docs.google.com/document/d/1A8ItHoGve7Nh_ecUUiOkQpu6tTrnGnThn5fEq_RiS1Q/edit?usp=sharing)

Link to Spanish Translation of Worksheet:

<https://docs.google.com/document/d/1BNU7vBhaI3qALuomejILpcL2IFgraQ4TCilMzHWc-I/edit?usp=sharing>

Link to Portuguese Translation of Worksheet:

<https://docs.google.com/document/d/1raBuFE6XTG1ZykGUiJqSojUILQ85HnCAuTG4K3P0dsHA/edit?usp=sharing>

**Wednesday:**

Check over your answers to the worksheet using the answer key below:

[https://docs.google.com/document/d/1KWfPNnj0QhEPiQTYCVdOooigUZbwbBxfr2N\\_qD1n87k/edit?usp=sharing](https://docs.google.com/document/d/1KWfPNnj0QhEPiQTYCVdOooigUZbwbBxfr2N_qD1n87k/edit?usp=sharing)

Watch this video of a theater tour and write down on a piece of paper any terms you recognize from the worksheet:

[https://www.youtube.com/watch?v=d\\_6ifIJ8i8](https://www.youtube.com/watch?v=d_6ifIJ8i8)

**LESSON 2: STAGE 1 – DESIRED RESULTS**

**Unit Title: IT’S ALL ABOUT THAT VOCAB (Lesson Two; two days)**

**Established Goals:**

Students will create a map of a theater.

Students will use their knowledge from the scavenger hunt to create a visual representation.

Students will engage in independent work.

**Understandings:** *Students will understand that...*

- Parts of the theater are connected
  - Each part of a theater functions independently and interdependently
  - Each part of the theater is used by a specific group of people who work in the theater

**Essential Questions:**

- Where is each part of the theater located?

**Students will know that:**

- Each part of the theater serves a specific purpose
- Each part of the theater is important in relation to the other parts

**Students will be able to:**

- Locate parts of the theater
- Create a map of a theater individually
- Reflect on their own creations

**Social Emotional Learning Skills:**

- Self Management
  - Organizational Skills
  - Self-discipline
  - Goal Setting
  - Stress management

## STAGE 2 – ASSESSMENT EVIDENCE

### Performance Tasks:

- Draw a map
- Apply knowledge from previous lesson
- Work independently

### Other Evidence:

- Interpret definitions
- Reflect on research

### Key Criteria:

#### 6th TH:Cr2.1.6

- a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices.

## STAGE 3 – LEARNING PLAN

### Thursday and Friday:

Using whatever art supplies you have access to (can be a notebook and pencil, construction paper, crayons, markers, an online computer drawing software, etc), create a **“theater map”** using your matching column scavenger hunt worksheet for the list of terms to include. Think back to the map of our ‘Island’ as an example. **Include at least 5 terms from the list, include a name for your theater, and include a drawing of a person standing at your favorite part of the theater.** Even though this will not be graded, here is a link to a rubric of what I am looking for in case you need some more details.

<https://docs.google.com/document/d/1bTK9v-nM94loffj3SFkhIoR-gVewDUoptEcSBWBcDGY/edit?usp=sharing>

## Theater Terms:

1. Apron / The section of the stage floor which projects towards or into the auditorium. In proscenium theatres, the part of the stage in front of the house tabs, or in front of the proscenium arch, above the orchestra pit.
2. Control Booth / Room at the rear of the auditorium where lighting and sometimes sound is operated from
3. Deck / The stage Floor
4. Fly Loft / the upper part of the stage house where scenery, drapery, and equipment can be suspended out of the view of the audience
5. Fly Rail / a railing at which stage rigging, usually counterweight rigging, is operated
6. House / the seating area or audience chamber of a performance space; auditorium
7. Catwalk / An access walkway to equipment
8. Front of House / Every part of the theatre in front of the proscenium arch. Includes foyer areas open to the general public
9. Orchestra pit / a depressed floor area immediately downstage of) the apron, where the orchestra plays during performances
10. Proscenium Arch / The opening in the wall which stands between stage and auditorium in some theatres; the picture frame through which the audience sees the play.
11. The Fourth Wall / Another name for Proscenium Arch
12. Wings / the sides of the stage offstage left and offstage right used for scenery, performer preparation and circulation, and the operation of theatre equipment
13. Backstage / The part of the stage and theatre which is out of the sight of the audience. The service areas of the theatre, behind, beside or underneath the stage
14. Cyclorama / curved plain cloth or plastered wall filling the rear of the stage or TV studio. Often used as a sky backing to a traditional set. Lights are sometimes projected onto it to change the color
15. Dressing Rooms / Rooms containing clothes rails and mirrors (often surrounded with lights) in which actors change into their costumes and apply make-up
16. Grand Curtain / The main house tabs in a venue. Normally a variation of blue or red in colour, although a more neutral grey is often better for scenes played in front of it, or for taking colours and gobos as tab warmers.
17. Grid / The support structure close to the top of the fly tower on which the pulleys of the flying system are supported
18. Scene Shop / Section of the theatre where scenery is constructed
19. Box Office / Part of the theatre front of house area where audience members can buy tickets
20. Green Room / Room close to the stage (i.e. the green) for the actors to meet and relax before or after going on stage.



# Winthrop Middle School

## Drama

Ms. Daley

Week of 5/4/2020

Below you will find a list of activities to complete each day. Students are encouraged to complete their learning activities each day for their core subjects. In addition, students are **expected to complete learning activities each day for two of their specials**. During this time of our school closing, our goal is to provide student learning opportunities to engage our students. If you have any questions regarding the activities below, please contact your teacher at [bdaley@winthrop.k12.ma.us](mailto:bdaley@winthrop.k12.ma.us).

Google Class Code: **jbdwqmv**

**Weekly Theme: Dance throughout the Decades and Around the World**

Day/Date	Suggested Activities to Complete
EVERY DAY	<p>Every day on Google Classroom Ms. Daley will post</p> <ul style="list-style-type: none"><li>- <b>On this day Slide</b> with a historic event that happened in theatre, film, or performance. Post will include a video link as well as a short description of the historic event / their significance.</li><li>- <b>Question of the Day:</b> Similar to the question we would answer as we leave class. Ms. Daley and Miss Hayes will post their answers and you can post yours as well!</li></ul> <p><a href="#">Student Teaching Survey for Ms. Hayes</a></p> <ul style="list-style-type: none"><li>- As part of Miss Hayes student teaching she needs to collect surveys / feedback on how she is doing. Please take the time to complete the survey and submit it for Miss Hayes to see. It is anonymous.</li></ul>
Monday 4/6	<p><b>LEARN:</b></p> <ul style="list-style-type: none"><li>- Watch Ms. Daley's Video about the "<a href="#">Topic of the Week</a>"</li><li>- Watch <a href="#">this video</a> on the <b>Evolution of Dance</b> in the United States throughout the past 100 years! From Swing to Disco to Flossing, it's a wild ride!</li><li>- Look up and watch a video of a type of dance from your own culture, or a <b>culture different</b> from your own. Check out <a href="#">this article on Dance Throughout the World</a> for inspiration! Or <a href="#">this article</a> that describes the most popular styles of dance from different cultures.</li><li>- Read <a href="#">this article</a> on some of most <b>famous dancers</b> of all time</li><li>- Read <a href="#">this article</a> on some <b>famous Broadway choreographers</b></li></ul>
Tuesday 4/7	<p><b>RESPOND:</b></p> <ul style="list-style-type: none"><li>- If you were to add a "2015-2020" section to the <a href="#">Evolution of dance</a></li></ul>

	<p><a href="#">video</a>, what moves would you include? <b>Make a list</b> of the moves you would include. Also <b>describe or draw</b> what costumes the dancers should wear.</p> <p>OR</p> <ul style="list-style-type: none"><li>- What is something you learned about a specific style of dance from either your own culture or another culture? <b>Answer the following questions about the type of dance:</b><ul style="list-style-type: none"><li>- What style did you choose?</li><li>- What culture/country is it from?</li><li>- Who is a famous dancer of this type of dance?</li><li>- What do you like about this style?</li><li>- Would you ever want to take classes to learn this type of dance, or do you just prefer to watch it being performed?</li></ul></li></ul> <p>OR</p> <ul style="list-style-type: none"><li>- Pick a <b>famous dancer or choreographer</b> either from one of the articles from yesterday, or one that you found on your own. <b>Answer the following questions</b> about them:<ul style="list-style-type: none"><li>- What is their name?</li><li>- What style are they most well-known for?</li><li>- Where have they performed or taught choreography? For example, were they on Broadway? In a music video? On TV? Part of a dance company?</li><li>- What is a fun fact about them?</li></ul></li></ul>
<p><b>Wednesday 4/8</b></p>	<p><b><u>CREATE:</u></b></p> <p><b>Select ONE (1) of the following “Creations” and use Today, Thursday, and Friday to complete (All Supplies are on Google Classroom).</b></p> <p><b>Your expectation is 1 Creation - but you may do more than 1 if you would like.</b></p> <p><b>CREATION OPTION 1:</b></p> <ul style="list-style-type: none"><li>- Use the “respond” prompt from earlier that asked “If you were to add a “2015-2020” section to the Evolution of Dance video, what moves would you include?” <b>Draw a comic strip</b> of someone performing these moves. If you are feeling confident, <b>make a video</b> (or a TikTok) of yourself showing off these moves OR any moves from the Evolution of Dance video!</li></ul> <p><b>CREATION OPTION 2:</b></p> <ul style="list-style-type: none"><li>- <b>Pick one specific style of dance.</b> This can be a style from another culture, a style from a specific decade in the United States, or a style you love! (example: swing, disco, tap, ballet, hip hop, bollywood, salsa, folk dance, etc). You can use <a href="#">this list</a> to see many examples of styles! Create a <b>collage</b> of photos of people performing this type of dance. If you’re feeling confident, you can also <b>record a video</b> of yourself performing this style of dance!</li></ul> <p><b>CREATION OPTION 3:</b></p>

	<p>- <b>Choose a famous dancer or choreographer.</b> Create a “playbill” biography for them. When a dancer performs in a show, or a choreographer choreographs a show, the “playbill” (<a href="#">click here to find out: what is a playbill?</a>) usually includes a picture of them along with a short description of their life and their work. This short bio usually includes where they got their dance training, what projects they have worked on before, and any other information they want the audience to know. <b>Design one for the dancer of your choice. This should be 5-7 sentences long and should include a photo of them.</b> <a href="#">Click here</a> to see Miss Hayes’ example!</p>
<p><b>Thursday 4/8</b></p>	<p><b>Continue Working on your selected “Creation”</b></p> <p>Be sure to check out Ms. Daley and Miss Hayes “choreography” on Google Classroom!!</p>
<p><b>Friday 4/9</b></p>	<p><b>Complete your selected “Creation”</b></p> <p>You can submit what you created to Google Classroom or email it to Ms. Daley (<a href="mailto:bdaley@winthrop.k12.ma.us">bdaley@winthrop.k12.ma.us</a>). If you did not complete it on your computer, you can take a photo and submit it.</p> <p>Make sure to submit it in the Create: OPTION that matches the one you did.</p>
<p><b>FURTHER EXPLORATION</b></p>	<p>Looking for <b>More</b> about CHOREOGRAPHY? Check out:</p>